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1

SMALL HIGH SCHOOLS STUDY

PART A

DESCRIPTIVE DATA

Manitoba
Education
Regional Services

Manitoba

Education

116 — 1200 Portage Avenue
Winnipeg, Manitoba, CANADA
R3G 0T5

**To: Small High School Principals
and Division Superintendents**

The attached report on the Small High Schools Study, conducted by the Regional Services Branch, Manitoba Education, is intended to provide feedback to the participants in the study, as well as to serve as a source of general information to all those interested in small high school issues.

Part A - Descriptive Data, contains a summary of data gathered through the use of a questionnaire and follow-up interviews. Detailed information on any of the identified topics may be obtained from the existing data base by contacting the Director, Regional Services Branch.

Part B - Administrative Practices, represents a response to requests from practicing school principals for information on successful strategies used in small high schools throughout the province. School personnel are encouraged to seek further information directly from the individual identified as the contact person.

While the efforts of many individuals are recognized in the publication of this report, particular thanks are due to Mr. Leo McGinn, Educational Consultant, Regional Services Branch, who co-ordinated the data collection and report writing.

The Province of Manitoba is becoming recognized as a leader in small schools initiatives. It is our hope that the information contained in this report will contribute substantially to the understanding of the successful operation of small schools within Manitoba.

Yours truly,

Jerry B. MacNeil
Director,
Regional Services Branch

Preface

During the 1984/85 school year, Regional Services Branch, Manitoba Education, conducted a study of small high schools in the province. The purpose of this exercise was two-fold: (1) to establish a "profile" of small high schools in the Province of Manitoba, in order to assist department personnel in better understanding and responding to concerns and needs of these particular schools; and (2) to prepare a collection of strategies and procedures presently being used in these small schools within Manitoba to deal with program problems.

Provincial high schools with less than 200 students in grades 9 to 12, qualify as small high schools under the Manitoba Education Small Schools Support Program. Eight-one such schools met this criteria, and therefore, were involved in the study.

Data was collected by means of a questionnaire distributed to each school principal, and a follow-up interview conducted by Regional Services Branch staff. The interview provided an opportunity to explore in detail, specific strategies and procedures used in the operation of small high schools.

The report of the study is contained in two documents: A) Small High Schools Study - Descriptive Data, and B) Small High Schools Study - Administrative Practices. Part A contains a reporting of the data gathered

through the questionnaire. No attempt has been made to analyze or interpret the data presented. Part B, provides information on a variety of courses and administrative strategies utilized by a number of the schools involved.

The report will be a useful reference for teachers and administrators who wish to contact the persons who have been responsible for initiating the identified practices. The names of contact persons, together with their telephone numbers and addresses are listed beside each entry. It is intended that this handy reference will not only acquaint readers with some of the interesting ideas that have now been tried successfully in Manitoba, but also to encourage the sharing of ideas which may help in solving local issues or problems.

The Regional Services Branch wishes to acknowledge the efforts of the former Director, and permanent staff members of the Branch, individuals seconded to assist in the study, and participating school principals and superintendents.

Report of
Small High School Study
1984/85

Number of Small High Schools Involved in the Study - 81 (100% sample)

Types of Schools

TABLE 1

Grades Taught in the School

	K-12	4-12	7-12	9-12
Schools N = 81	44	3	25	9

The total number of 47 schools, offering grades K to 12 and grades 4 to 12, were combined for purposes of reporting the data in this study.

Enrolment by Grades

The 81 schools involved in the study have a total student population of 6615 in grades 10, 11, and 12, with an average school enrolment of 81.6. Table 2 indicates the specific grade populations.

TABLE 2

Grades

	10	11	12
Students N = 6615	2381	2134	2100

Type of School Year

TABLE 3

Number of Schools
N = 81

	Frequency	Percentage
Semester	19	23.4
Full Year	16	19.7
Combined	46	56.7

A variety of timetabling systems were evident among the reporting schools; for example, 19 schools, or 23.4%, were semestered and only 16 schools, or 19.7%, offered courses on a full year basis. The majority of schools, 46 or 56.7%, utilized a combination of semester and full year timetabling.

The data reported in Tables 4, 5, 8, 9, 10, 11, and 12 refers specifically to students registered in grades 10 to 12. These enrolment groups are divided into student populations of less than 100 and from 101 to 200.

Staffing

TABLE 4

Full-Time Staff Equivalent for Grades 10 to 12

SCHOOL CATEGORY		FULL-TIME STAFF EQUIVALENT			
		N=78	MEAN	MIN	MAX
Grades Taught In School	Number Students Gr. X - XII				
K-12	1 - 100 Students	39	4.7	3.0	7.0
	101 - 200 Students	7	6.9	5.0	10.0
7-12	1 - 100 Students	10	5.5	3.0	8.0
	101 - 200 Students	13	7.7	5.0	10.0
9-12	1 - 100 Students	5	6.0	3.0	8.0
	101 - 200 Students	4	7.8	6.0	9.0

Table 4 presents the following: the number of schools in each identified category, the mean full-time staff equivalent (F.T.E.) for grades 10 to 12, and the range of the number of staff assigned. For example, in the 39 high schools having an enrolment of 100 students or less in grades 10-12 as part of a K-12 facility, the mean F.T.E. is 4.7; whereas in the 13 schools having an enrolment between 101 and 200 in grades 10-12 as part of a 7 to 12 facility, the F.T.E. is 7.7. No small high school reported less than 3 F.T.E. staff in grades 10-12.

TABLE 5

Number of Staff Involved in Teaching Grades X to XII Subjects

SCHOOL CATEGORY		STAFF INVOLVED			
		N=80	MEAN	MIN	MAX
Grades Taught In School	Number Students Gr. X - XII				
K-12	1 - 100 Students	40	7.9	4.0	15.0
	101 - 200 Students	7	12.7	5.0	18.0
7-12	1 - 100 Students	11	8.2	3.0	11.0
	101 - 200 Students	13	12.8	7.0	17.0
9-12	1 - 100 Students	5	7.6	3.0	10.0
	101 - 200 Students	4	10.5	9.0	12.0

Table 5 shows that the mean number of staff involved in teaching grades 10 to 12 subjects varies only moderately when schools of similiar enrolment are compared. For example; a) The 40 high schools with less than 100 students as part of a K to 12 facility, utilize an average of 7.9 teaching staff and range from 4 to 15; b) The 11 schools in the same enrolment category as part of a 7 to 12 facility, utilize an average of 8.2 teaching staff with a range of 3 to 11.

When schools in different enrolment categories are compared, however, considerable variations in mean scores occur.

Administration Time

Table 6 shows that principals of all schools in the K to 12 grade category and the larger schools in the 7 to 12 category, have greater than 80% of assigned administration time for their school. Principals with the smaller high school enrolments in both 7 to 12 and 9 to 12 grade categories have assigned administration time ranging from 56% to 51%.

TABLE 6

Percentage Principal's Time Assigned
For Entire School

SCHOOL CATEGORY		ADMINISTRATION TIME			
		N=80	MEAN	MIN	MAX
Grades Taught In School	Number Students Gr. X - XII				
K-12	1 - 100 Students	40	82	12	100
	101 - 200 Students	7	89	70	100
7-12	1 - 100 Students	9	56	44	80
	101 - 200 Students	14	83	63	100
9-12	1 - 100 Students	5	51	40	63
	101 - 200 Students	4	63	50	75

Course Offerings

All schools did not offer the same courses in meeting the core requirement. for example, a school may have offered either English 100 or 101 to meet the Level I English requirement.

The following data indicates the number of schools offering specific courses as well as the number of students enrolled in each course.

In addition to the courses listed below, the survey indicates that 142 S.I.C./S.I.P. options were being offered.

COURSE	NUMBER OF SCHOOLS OFFERING	NUMBER OF STUDENTS ENROLLED
Biology	200 66 201 18 300 71	200 1187 201 178 300 1023
	301 11	301 82
Canadian History	200 70 201 47	200 1348 201 620
Chemistry	200 56 300 52	200 964 300 690
English	100 78 101 63 104 15	100 1603 101 729 104 86
	200 77 201 66 204 12	200 1225 201 768 204 41
	300 72 301 66 304 7	300 1118 301 719 304 20
	305 3	305 24
Geography	100 60 101 50 200 10	100 1434 101 794 200 109
	201 12 300 10 301 4	201 135 300 94 301 31
Math	100 77 101 70 104 12	100 1551 101 776 104 83
	200 75 201 72 202 ___	200 1551 201 889 202 ___
	203 ___ 204 12 300 69	203 ___ 204 42 300 840
	301 61 303 ___ 304 8	301 601 303 ___ 304 19

COURSE	NUMBER OF SCHOOLS OFFERING	NUMBER OF STUDENTS ENROLLED
Physical Educ.	105 65 205 39	105 2347 205 954 305 30
Physics	200 58 300 49	200 719 300 450
Science	100 73 101 54 103 ___	100 1641 101 593 103 ___
	104 12 203 1 204 8	104 60 203 6 204 21
	303 4 304 ___	303 ___ 304 12
American History	100 13 101 6	100 189 101 79
Data Processing	202 44 302 19	202 624 302 152
History 300 (Comparative Studies)	300 15	300 136
History 300 (Modern Civilization)	300 11	300 133
History 301 (World Problems)	301 22	301 229
Physical Science	201 30 301 18	201 361 301 131
Political Studies	201 ___	201 ___
Retailing	102 7	102 127

COURSE	NUMBER OF SCHOOLS OFFERING	NUMBER OF STUDENTS ENROLLED
Shorthand	202 2 302 1	202 29 302 4
Social Studies	104 11 204 10 304 3	104 58 204 30 304 14
Topics In Math	305 4	305 24
Accounting	202 56 302 48	202 839 302 423
Business Mathematics	202 ___	202 ___
Business Principles	201 21	201 264
Computer Awareness	105 49	105 1103
Computer Science	205 44 305 17	205 594 305 101
Economics	301 18	301 291
General Business	101 55	101 956
Law	302 52	302 794
Lifeskills	205 6	205 54
Management (Marketing)	302 2	302 33

COURSE	NUMBER OF SCHOOLS OFFERING	NUMBER OF STUDENTS ENROLLED
Marketing Practicum	302 ___	302 ___
Office Procedures	302 36	302 285
Promotions	202 1	202 1
Relations In Business	202 1	202 10
Typewriting	102 72 202 63 302 30	102 2115 202 717 302 177
Art	101 7 201 2 301 2	101 71 201 16 301 5
Music	100 5 101 3 200 3	100 60 101 42 200 28
	201 2 300 3 301 2	201 29 300 26 301 20
Home Economics	101 20 201 17 301 7	101 206 201 110 301 53
Industrial Arts	101 28 201 20 301 9	101 333 201 164 301 63
Vocational Courses	103 3 203 3 303 3	103 62 203 35 303 22
Francais	100 12 101 6 105 1	100 240 101 56 105 32
	200 10 201 7 205 81	200 139 201 56 205 ___
	300 10 301 6	300 140 301 43

COURSE	NUMBER OF SCHOOLS OFFERING	NUMBER OF STUDENTS ENROLLED
French	100 55 100 ___ 200 46	100 837 101 ___ 200 572
	201 ___ 300 37 301 ___	201 ___ 300 287 301 ___
German	100 6 200 6 300 5	100 98 200 64 300 69
Ukrainian	100 2 101 ___ 200 2	100 15 101 ___ 200 15
	201 ___ 300 1 301 ___	201 ___ 300 2 301 ___

Occupational Entrance Program

As shown in Table 7, 19 of the small high schools reported that an O.E. program was offered at the grade 10 level, while 17 schools offered the program at the grade 11 level. In addition to the 36 schools offering an O.E. program, 34 others reported that students had access to such a program elsewhere.

TABLE 7

Occupational Entrance Course Offerings

	10	11
Schools N = 36	19	17

School Secretary

Whereas 81 schools reported having some form of secretarial assistance, only 79 specified the number of hours worked.

TABLE 8

Hours of Secretarial Assistance

SCHOOL CATEGORY		SECRETARIAL ASSISTANCE			
		N=79	MEAN	MIN	MAX
Grades Taught In School	Number Students Gr. X - XII				
K-12	1 - 100 Students	39	6.8	2.5	11.0*
	101 - 200 Students	7	7.4	6.5	10.5*
7-12	1 - 100 Students	10	5.9	4.0	8.0
	101 - 200 Students	14	6.6	5.0	8.0
9-12	1 - 100 Students	5	5.5	3.0	7.0
	101 - 200 Students	4	5.6	3.0	7.0

*Represents schools that have more than one secretary.

The data from Table 8 shows that the greatest range in secretarial time occurs within the 39 smaller high schools of the K to 12 category, ranging from a minimum of 2.5 hours to a maximum of 11 hours. The K to 12 category with a high school enrolment in excess of 100 reported the greatest mean number of hours (7.4) of secretarial time, with no school in this category having less than 6.5 hours.

Librarian Services

The classifications of those delivering library services in the 77 schools are as follows: Teacher Librarians 9; Library Technicians 24; Paraprofessional/Teacher Aide 39; and others 5. No school reported using volunteers in the school library.

Although 77 schools indicated that they had some type of library service, only 75 specified the number of hours that librarians or others worked. A breakdown of the hours is presented in Table 9.

TABLE 9

Hours of Librarian Assistance
Per Day

SCHOOL CATEGORY		LIBRARIAN ASSISTANCE			
		N=75	MEAN	MIN	MAX
Grades Taught In School	Number Students Gr. X - XII				
K-12	1 - 100 Students	37	5.6	2.0	9.0*
	101 - 200 Students	7	7.0	6.5	7.5
7-12	1 - 100 Students	9	5.1	3.5	6.5
	101 - 200 Students	14	5.6	2.0	8.0
9-12	1 - 100 Students	5	4.8	1.0	7.0
	101 - 200 Students	3	3.9	2.3	6.5

* Represents more than one person.

Table 9 shows a considerable range in the hours provided for library assistance. In those schools with a high school enrolment over 100 in the grades 7 to 12, the range is from 2 to 8 hours. Likewise, in smaller high schools in the K to 12 category, the range is from 2 hours to 9 hours per day.

Counselling Services

TABLE 10

Percentage of Assigned Counselling Time
for Entire Schol

SCHOOL CATEGORY		COUNSELLING TIME			
		N=47	MEAN	MIN	MAX
Grades Taught In School	Number Students Gr. X - XII				
K-12	1 - 100 Students	17	44	6	100
	101 - 200 Students	5	55	18	100
7-12	1 - 100 Students	6	25	2	50
	101 - 200 Students	12	34	5	88
9-12	1 - 100 Students	4	3	13	55
	101 - 200 Students	3	22	20	25

Although 63 schools stated that someone on staff was designated for counselling, only 47 indicated the percentage of assigned counselling time. Table 10 shows that the mean assigned counselling time across all grade categories is low, with only the larger high schools in the K to 12 category having a mean in excess of 50%.

The data also shows a wide variation in the range of time assigned to counselling in all grade categories, with the exception of the three larger high schools in the 9 to 12 category.

Program Supports

The data in Table 11 shows that only 12 schools use the services of permanent staff as resource teachers at the 10 to 12 grade levels. The percentage of time spent at the 10 to 12 grade levels ranges from 2 to 30 percent. Although not shown in table form, two schools indicated that they had access to an itinerant resource teacher for students in grades 10 - 12. These resource teachers allotted from 5% and 10% of their time respectively, to the students in those schools..

TABLE 11

Percent of Resource Teacher Time -
Permanent Staff - Grades 10 to 12

SCHOOL CATEGORY		RESOURCE TEACHER TIME			
		N=12	MEAN	MIN	MAX
Grades Taught In School	Number Students Gr. X - XII				
K-12	1 - 100 Students	8	12	2	25
	101 - 200 Students	1	30	30	30
7-12	1 - 100 Students	2	18	10	25
	101 - 200 Students	1	10	10	10
9-12	1 - 100 Students	0			
	101 - 200 Students	0			

Table 12 shows that only 7 schools utilize teacher aides/paraprofessionals for special needs students at the grades 10 to 12 levels.

TABLE 12

Percent of Teacher Aide/Paraprofessional Support Time - Grades 10 to 12 for Special Needs Students

SCHOOL CATEGORY		TEACHER AIDE/PARAPROFESSIONAL SUPPORT			
		N=12	MEAN	MIN	MAX
Grades Taught In School	Number Students Gr. X - XII				
K-12	1 - 100 Students	2	11	10	12
	101 - 200 Students	1	10	10	10
7-12	1 - 100 Students	0			
	101 - 200 Students	2	64	27	100
9-12	1 - 100 Students	1	100	100	100
	101 - 200 Students	1	12	12	12

Credit Requirements for Graduation

Seventy-nine schools responded to the question about credit requirements for graduation. Of this number 59 required the minimum of 20, 17 schools required 21, and the remaining 3 required 22 credits.

Although the majority of schools (59) required only the minimum number of credits, Table 13 shows that 49 schools reported that 50% or more of their students took credits beyond the number required.

TABLE 13

Percentage of Students Taking Credits Beyond Number Required

	0-24%	25-49%	50-74%	75-100%
Schools N = 74	15	10	19	30

The number of additional credits taken varied. Table 14 shows that 30 schools reported their students took an average of one additional credit, 35 schools reported an average of two, and the remaining eight an average of three additional credits.

TABLE 14

Average of Additional Credits

	1	2	3
Schools N = 73	30	35	8

The information contained in this report is intended to provide an overview of the quantative data gathered as part of the Small High School Study. A copy of the questionnaire, or further information relative to the study, may be obtained by contacting the Director, Regional Services Branch.

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SMALL HIGH SCHOOLS STUDY

PART B

ADMINISTRATIVE PRACTICES

Manitoba
Education
Regional Services

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I. ALTERNATE DELIVERY STRATEGIES

Mini Multi-Campus	Contact	Comments
This pilot project, undertaken in Frontier School Division, gives students in their graduating year, an opportunity to attend another school for one semester. This is done prior to their graduation, to familiarize and/or orient them to a larger more diversified system. Other students, as well, are permitted to attend school at another site providing the programs they wish to take are not available in their home community. It is noted that this approach could be used elsewhere with students who require special programs: O.E.C., gifted, and special needs.	Mr. Dan Reagan Area No. 4 Superintendent, Frontier School Division No. 48 Cranberry Portage, Manitoba ROB OHO Telephone: 472-3633	

I. ALTERNATE DELIVERY STRATEGIES

Dual Campus	Contact	Comments
Pilot Mound School and Thomas Greenway Collegiate (Crystal City) have developed a dual campus system to increase the number of course offerings for students in these schools. Because of this, no courses have to be offered in alternate years and no multi-level (horizontal or vertical) courses, within a single classroom,need to be taught.	Mr. Dennis Herntier Principal, Thomas Greenway Collegiate Crystal City, Manitoba ROK ONO Telephone: 873-2147 Mrs. Lesley Weisshaar Principal, Pilot Mound School Pilot Mound, Manitoba ROG 1PO Telephone: 825-2271	
Lakeshore School Division is involved in a multi-campus plan. This arrangement provides students in Eriksdale, Lundar and Ashern, with a wide choice of courses and course options, ranging from 00, 01, 02 patterns, to programs in Power Mechanics, Building Construction and Industrial Arts.	Mr. Dan MacNeil Superintendent, Lakeshore School Division No. 23 P.O. Box 100 Eriksdale, Manitoba ROC OWO Telephone: 739-2101	

I. ALTERNATE DELIVERY STRATEGIES

Vocational Options - Red River Vocational Area	Contact	Comments
Five collegiates in four school divisions (Morris-MacDonald, Rhineland, Red River and Boundary) have been organized to form the Red River Vocational Area. Students in Grades 10, 11 and 12 may choose to enroll in Cosmetology, Auto Body, Power Mechanics, Welding, Building Trades, and/or Food Services. Each of these programs is offered in one of the collegiates in the area. The benefit of this arrangement is that students can take the academic portion of their program in their home school and receive a vocational education without losing their identity with their own home school.	Mr. Edgar Enns Superintendent, Rhineland School Division No. 18 P.O. Box 390 Altona, Manitoba ROG OBO Telephone: 324-6491 Mr. Omer Fontaine Superintendent, Red River School Division No. 17 P.O. Box 219 St. Pierre, Manitoba ROA 1VO Telephone: 433-7815 Mr. Rex Williams Superintendent, Morris-MacDonald School Division No. 19 P.O. Box 400 Morris, Manitoba ROG 1KO Telephone: 746-2319 Mr. Peter Yarmie Superintendent, Boundary School Division No. 16 P.O. Box 118 Dominion City, Manitoba ROA OHO Telephone: 427-2091	

I. ALTERNATE DELIVERY STRATEGIES

Evening Programs	Contact	Comments
Several schools are offering evening programs for parents and students. Many of these courses can be used for credit. One such example is found at Whitemouth Collegiate where Industrial Arts (Metals) is offered. A survey of parents indicated the course that the community wanted. Evening courses are subsidized by Manitoba Education. This assistance helps to defray the cost of the instructor and the rent for the facility.	Mr. Alex Shewchuk Principal, Whitemouth Collegiate Whitemouth, Manitoba ROE 2GO Telephone: 348-2595	

I. PROGRAMMES ALTERNATIFS

Programme d'enseignement professionnel

Ce projet est connu sous le nom de Red River Vocational Area. Quatre divisions scolaires se partagent les coûts, l'administration, le transport d'étudiants et les étudiants afin d'offrir des cours de métiers dans quatre petits secondaires de la région. Les étudiants inscrits à ce programme passent 5 mois à leur école locale poursuivant des études académiques, puis 5 mois dans le cours de métier choisi.

Les cours offerts sont le soudage (Rivière-Rouge #17); le débossage d'automobile (Morris-Macdonald #19); la cosmétologie et la mécanique (Boundary #16); la charpenterie et les services alimentaires (Rhineland #18).

Personne-ressource

Ronald Perron
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Collège St-Jean-Baptiste
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St-Jean-Baptiste, Manitoba
ROG 2BO

tél.: (1) 758-3501

Commentaires

II. COURSE OPTIONS

A Work Experience Program (S.I.C.)

This is a School Initiated Course for students from grades 10, 11 and 12 who work as instructional aides in elementary classrooms. It is semestered. Each student works approximately 35 minutes per day and may take a maximum of three half-credit courses along with the S.I.C., over a period of three years.

Evaluation - Each supervising teacher completes a report on each aide after the aide has completed the Work Experience Program. The report goes to the principal for confirmation. An interview is held to discuss the report.

Contact

Mr. Vern Hildebrand*
Green Valley Collegiate
P.O. Box 29
Grunthal, Manitoba
ROA ORO
Telephone: 434-6435

*Mr. Hildebrand has moved to Niverville Collegiate
Telephone: 388-4731

Comments

II. COURSE OPTIONS

O.E.C. Program	Contact	Comments
The objective of the program is to provide a challenging and worthwhile educational experience for students with learning problems. The program is intended to be challenging both academically and practically. Although it includes basic academic subjects, students also gain knowledge and experience in such areas as: - food services - horticulture - carpentry - typing - computer awareness - business - film making - drama One example of the practical side of the program is that students are responsible for operating the school canteen. Here they learn how to cook, bake, serve the public, order supplies and manage the finances of a small business.	Mr. Art Butler Principal, Erickson Collegiate Erickson, Manitoba ROJ OPO Telephone: 636-2605 Mr. Jeff Kerr O.E.C. Teacher, Erickson Collegiate Erickson, Manitoba ROJ OPO Telephone: 636-2605	

II. COURSE OPTIONS

Procedure In Developing S.I.P.'s	Contact	Comments
Many school divisions have outlines guidelines for developing student initiated projects. The plan, developed by Rolling River School Division, could serve as a model for schools and/or divisions that have no guidelines. Rolling River's outline is as follows: A. BASIC PRINCIPLES - This outlines the "ground rules". B. DEFINITION C. REQUIREMENTS FOR SUBMISSION - This includes timeline to be eligible for credit. D. GUIDELINES - An explanation of: Title, Description, Outline, Resources Results Expected, Evaluation. E. TIME LIMITS F. APPROVAL G. ADVISOR (Role) H. EVALUATION (Criteria and Grading)	Mr. Max Schatz Superintendent, Rolling River School Division No. 39 P.O. Box 1170 Minnedosa, Manitoba ROJ 1EO Telephone: 867-2754	

II. COURSE OPTIONS

School Initiated Courses In Agriculture	Contact	Comments
Glenboro School has developed two S.I.C.'s in the field of Agriculture: Agriculture 105 and Farm Shop 305. Excellent resources have been gathered to support the delivery of the courses. Two examples are: 1) A.I.M. Educational Aids P.O. Box 86704 North Vancouver, B.C. (Farm business management, agriculture math tutor, livestock management games and farm machinery analysis). 2) J.D. Educational Division (Provides many resources that would supplement any agriculture program). Address J.D. Ltd. P.O. Box 1000 Grimsby, Ontario L3M 4H5 Attention: Educational Division	Mr. Garth McIntyre Principal, Glenboro School Glenboro, Manitoba ROK OXO Telephone: 827-2593	

II. COURSE OPTIONS

Hospital Volunteers 105

Winnipegosis Collegiate offers this option as a full credit (110 hours) School Initiated Course. It is under the joint direction of the Director of Nursing at Winnipegosis General Hospital and the principal.

Students who sign up for the course begin by taking an Orientation Session at the hospital. After that, they complete 110 hours of work, which consists of two, four hour shifts per week (3:30 - 7:30 p.m.).

While on wards, the students are under the direction of the Ward Supervisor.

Most student work activities are of a non-medical nature, such as assisting senior citizens with their exercise programs, delivering meals to patients, and entertaining or caring for children.

The course is an excellent way for students to sort out rather quickly, whether or not they would enjoy hospital work as a career.

A major drawback of the course is that a number of rural students find it difficult to find a ride home from the hospital after their work period is finished.

Contact

Mrs. Lois Fredrickson
Principal,
Winnipegosis Collegiate
Winnipegosis, Manitoba
ROL 2GO
Telephone: 656-4792

Comments

II. COURSE OPTIONS

Mini Course (Basics of Reading and Writing)	Contact	Comments
This is a compulsory course (non-credit) which all students must take in either grade 10 or grade 11. The course concentrates on the basics of reading and writing. The purpose of the course is to give all undergraduate students an intensive review of reading and writing skills before they enter their final year of school.	Mr. Bill Bradford Principal, Rorketon School P.O. Box 160 Rorketon, Manitoba ROC 1RO Telephone: 732-2525	

II. COURSE OPTIONS

Mini Courses (Woodworking and Sewing)	Contact	Comments
This is a useful approach for schools which do not have the facilities or staff to offer Home Economics/Industrial Arts, but would like to offer some instruction in this area. These mini courses are held in community facilities and offered for a half-day each cycle for a period of 15 weeks. They are supervised by a member of the staff. Community personnel are used as resource persons. However, evaluation is done jointly by a resource person and a staff member. The ultimate authority rests with the staff.	Mr. Grant Schettler Principal, Elkhorn School P.O. Box 310 Elkhorn, Manitoba ROM ONO Telephone: 845-2118	

II. COURSE OPTIONS

Teacher Practicum 105

This practicum operates as a full credit (110 hours) - School Initiated Course and serves the following purposes:

- It gives students who are considering going into Education or other child related courses some first-hand experience.
- It provides valuable assistance to elementary teachers in a multi-graded situation.
- It helps to improve rapport between elementary teachers and high school students particularly in a K-12 school.

During the course, students undertake a variety of classroom activities such as observing in classrooms, working with small groups of students, preparing and giving lessons under the supervision of a classroom teacher.

The following procedure is used to evaluate a student:

- An evaluation is made by the cooperating teacher. (60% of the final mark).
- The daily log that is kept by the student is examined.
- A major year-end essay in which students indicate what they did, what they learned and how they feel about their experience is appraised.

Contacts

Mr. Bill Bradford
Principal,
Rorketon Collegiate
P.O. Box 160
Rorketon, Manitoba
ROL 1RO
Telephone: 732-2525

Comments

II. COURS FACULTATIFS

Cours de valeurs humaines et chrétiennes

Étant donné la composition homogène de la plupart des petits secondaires francophones, ces écoles offrent un programme de 1/3 de crédit ou 1/2 crédit par année pour un cours facultatif initié par l'école en Valeurs humaines et/ou chrétiennes.

Ces cours initient les élèves à une éducation chrétienne tout en leur proposant des modèles de vie appropriés. Ce programme semble connaître une popularité auprès des élèves. Ces élèves discutent activement des grandes questions morales de l'époque et se questionnen des effets possibles dans leur vie quotidienne.

Personne-ressource

Céline Houde
Coordonnatrice
Division scolaire de la Rivière-Rouge #17
C.P. 219
St-Pierre-Jolys, Manitoba
ROA 1VO

tél.: (1) 433-7815

Commentaires

III. MULTI-LEVEL TEACHING

Horizontal Grouping
00 - 01 In Same Classroom
"Instructing and Evaluating"

This is a method of horizontal grouping of geography 100 and 101 students in one grade 10 geography class which has been developed as follows:

Step #1 - Students are advised of the differences in the program in the first class in the fall.

Step #2 - Students are required to do a sample of the different assignments. These are graded by the teacher and discussed with the students.

Step #3 - By the first formal testing period (approximately the end of September), the students have to make a decision to remain in either the 100 or the 101 group.

Instruction: - The same skills and content are covered with both groups.
- More assistance is given to 101 group.

Evaluating:

- All tests/examinations have three parts:
PART I - factual type questions.
PART II - comprehension type questions.
PART III - applicative and evaluative type questions.
- 100: more emphasis on Parts II and III.
- 101: more emphasis on Parts I and II.

Contact

Mr. John Lohrenz
Social Studies Consultant,
Manitoba Education
411 - 1181 Portage Avenue
Winnipeg, Manitoba
R3G OT3
Telephone: 945-6873

Mr. Dennis Eirikson
Principal,
Elton Collegiate
Forrest, Manitoba
ROK OWO
Telephone: 728-7676

Comments

III. ENSEIGNEMENT À NIVEAUX MULTIPLES

Modules autodidactes

Ceci est le produit d'un projet élaboré et développé conjointement par les petits secondaires français de la province. Les cours de Mathématiques 100 et 101 ainsi que 200 et 201 furent écrits sous forme de modules avec lesquels un étudiant peut prendre ces cours par lui-même. Ceci permet à un professeur d'enseigner dans une même période de temps (100 et 101; 200 et 201). Le professeur agit comme personne-ressource pour les étudiants qui ont besoin d'aide.

L'étudiant travaille à son propre rythme. Lorsqu'il complète un module, il écrit un examen qu'il doit réussir avec un résultat assez élevé s'il veut procéder avec le cours. S'il n'obtient pas le résultat requis, il doit reprendre le module.

Personne-ressource

Raymond Bisson
Directeur
École Précieux-Sang
209, rue Kenny
Winnipeg, Manitoba
R2H 2E5

tél.: (1) 255-2081

Commentaires

IV. CURRICULUM IMPLEMENTATION

The Mechanics Of Introducing Curriculum Change At The Divisional Level	Contact	Comments
The Turtle Mountain School Division has developed a four-year model for curriculum implementation and review. This model was developed over a period of three years involving teachers, principals, superintendents and resource personnel from outside the school division.	Mr. Len Neufeld Superintendent, Turtle Mountain School Division No. 44 P.O. Box 280 Killarney, Manitoba ROK 1GO Telephone: 523-7531	

The model includes:

- provision for supplementary resource materials to assist in effecting curriculum implementation
- time lines
- staff development plans
- criteria for evaluation and review

IV. CURRICULUM IMPLEMENTATION

The Mechanics Of Introducing Curriculum Change At The School And/Or Division Level

A process has been developed at Wawanesa School that involves three necessary stages for effective curriculum change:

(a) Design and Development Stage,
(b) Implementation Stage,
(c) Evaluation Stage.

This process is centered around four basic questions:

1) What educational purposes will the school pursue?

2) Which learning experiences will best help the student attain the said objectives?

3) How can learning experiences be most effectively organized?

4) How can we evaluate to determine whether or not the defined educational purposes are being met?

This process is based on a model developed by the Faculty of Education at the University of Manitoba.

Contact

Mr. Ron Van Den Bussche
Principal,
Wawanesa School
P.O. Box 310
Wawanesa, Manitoba
ROK 2GO
Telephone: 824-2384

Comments

V. VOCATIONAL EDUCATION

Vocational Agricultural Program (50%)

This small collegiate offers a vocational program in agriculture consisting of eleven different courses, 7 of which are S.I.C.'s namely:

Agriculture (Theory & Practice)	105
Introductory Farm Skills	105
Farm Machinery Operation & Care	205
Building Construction	205
Farm Mechanics	305
Horticulture	205
Horticulture	305

Timetabling strategies vary. Blocks of time range from 1 to 3 periods.

Contact

Mr. Clayton Johnson
Principal,
Fisher Branch Collegiate
Fisher Branch, Manitoba
ROC 0Z0
Telephone: 372-6459

Comments

V. ÉDUCATION PROFESSIONNELLE

Programme de formation au travail et d'éducation professionnelle coopérative

Les étudiants des petits secondaires, sous la direction d'un coordonnateur divisionnaire, peuvent recevoir une formation professionnelle en obtenant jusqu'à 8 crédits sur 20 en s'inscrivant à un programme de formation au travail ou à un cours de métier offert dans une autre école de la région. Ce programme est disponible aux étudiants de la douzième année seulement.

L'élève est placé dans certaines maisons d'affaires ou entreprises. Là, il apprend un métier sur place. Un des inconvénients pour les élèves des écoles franco-manitobaines, est le fait qu'il existe très peu d'entreprises ou de maisons d'affaires qui opèrent en français. Toutefois le responsable essaie de diriger les élèves vers celles qui existent.

Personne-ressource

Gilles Normandeau
Directeur
École Pointe-des-Chênes
C.P. 119
Ste-Anne, Manitoba
ROA 1RO

tél.: (1) 422-550
(1) 422-8760

Commentaires

VI. SPECIAL NEEDS

Developmental Class	Contact	Comments
A maximum number of 15 multi-graded, learning disabled students, from grades 7 to 9, is arranged in a classroom with one teacher to form a developmental class. Neither the occupational entrance course nor the regular junior high school program is followed but the four core subject areas are emphasized. In time, students are able to leave the course and either return to a regular program in their school or else enrol in the Occupational Entrance Course at Arborg. Normally, this is done when students have reached a grade 9 level of skills. Work habits are considered to be an important aspect of the criteria in determining whether or not a student is ready to return to a regular class. Often it is suggested that students carry a reduced academic load.	Mr. Keith Eliasson Principal, Riverton Collegiate Riverton, Manitoba ROC 2RO Telephone: 378-2293	

VII. STAFFING ISSUES

Handbook For Effective Supervision	Contact	Comments
Deloraine Collegiate has developed a handbook to promote effective teaching, entitled "Increased Student Achievement Through Quality Teaching And Effective Supervision". The goals include: 1. Climate and Motivation 2. Instructional Management 3. Communication 4. Dedication Both formative and summative evaluation are used. The handbook includes sections on: - Pre-visit Conference Form - "What" To Look For While Observing The Classroom - Post-visit Conference Form - Conference Questions And Follow-up	Mr. Winston Smith Principal, Deloraine Collegiate P.O. Box 448 Deloraine, Manitoba ROM OMO Telephone: 747-2438	

VIII. SUPPORT STAFF

Teacher Aides

Ethelbert School is a K-12 school with 16.5 staff members. In order to increase the number of aides on staff, the principal has worked hard to get special grants from various agencies. With these grants, the school has been able to hire 4.5 teacher aides, who operate in a number of capacities.

Before coming on staff, all aides are given appropriate training by the division's Coordinator of Special Education, and/or by the teacher they will be working with. In addition, they come to all staff meetings, and are encouraged to participate in decision making.

During the 1984-85 school year, the school had teacher aides working in the following areas:

- Computer Aide (K-12) - 1 person
- Physical Education Aide (K-12) - 1 person
- Library Aide (K-12) - 1 person
- Special Needs Aide (K-12) - 1.5 people

Contact

Mr. Greg Fowler
Principal,
Ethelbert School
Ethelbert, Manitoba
ROL OTO
Telephone: 742-3265

Comments

VIII. SUPPORT STAFF

Speech and Language Development Paraprofessionals

Schools in Intermountain School Division use paraprofessionals as a means of supplementing the school's speech and language development program.

The basic responsibilities of the paraprofessionals are:

(a) To administer speech and language development exercises set up by the Division's Pathologist.

(b) To keep a careful record of each student's progress.

The paraprofessionals are very carefully trained and supervised by the Speech Pathologist and the Division's Special Education Coordinator.

The program has two distinct advantages:

1. Students are able to get assistance on a regular, on-going basis.

2. The Speech Pathologist is able to give more time to those things that require a high level of training and expertise. (i.e., Assessment and prescription). As a result, expert help is available to a much larger number of students.

Contact

Bev Delmage
Coordinator of
Special Education,
Intermountain School Division No. 36
P.O. Box 160
Grandview, Manitoba
ROL OYO
Telephone: 546-2898

Comments

IX. TIMETABLING

Correspondence Period	Contact	Comments
Several schools have developed systems to assist students with correspondence courses. St. Laurent Collegiate has scheduled a "correspondence period" to enable students to have access to subject area teachers who can provide extra help; for example, students taking Accounting 302, Correspondence Course, are timetabled at the same time as the school's students are taught Accounting 202. Student progress is monitored by a classroom teacher.	Mr. Paul Carriere Principal, St. Laurent School St. Laurent, Manitoba ROC 2SO Telephone: 646-2450	

IX. TIMETABLING

Fifth Period In Morning
(Multi-Use Period - Preparation Time)

Typically, many schools on a full-year six day cycle have eight class periods in a school day - four in the morning and four in the afternoon.

Treherne Collegiate has added a fifth period in the morning in order to accommodate cross grade groupings for students who are involved in activities such as band. This has developed into a multi-use period. It has also provided some preparation time for teachers.

Contact

Mr. Doug Metcalf
Principal,
Treherne Collegiate
P.O. Box 16
Treherne, Manitoba
ROG 2V0
Telephone: 723-2781

Comments

IX. TIMETABLING

Combining Semestering And Full Year Timetabling In A Three Year Plan	Contact	Comments
Melita is a K-12 school with approximately 93 students in grades 10-12. The school operates on a combined basis, that is,50 per cent of the courses are semesterized and 50 per cent are taught during the year. As well, all courses to be offered for the next three years are set out in a handbook. The three year plan also indicates which courses are offered during the first semester, second semester, or on a full year basis.	Mr. Ken Karlander Principal, Melita School P.O. Box 579 Melita, Manitoba ROM 1LO Telephone: 522-3914	

IX. TIMETABLING

Twelve Day Cycle - (40-80-0-40-80-0)	Contact	Comments
Hartney Collegiate has developed a 12 day cycle timetable with time allotments that vary from day to day, (40 minutes - 80 minutes - 0 minutes; 40 minutes - 80 minutes - o minutes). By "skipping" a day, teachers are able to have both long and short periods that allow for various activities: experiments, tests and video presentations. This arrangement has been helpful in accommodating the band program.	Mr. Jack Forsyth Principal, Hartney Collegiate P.O. Box 130 Hartney, Manitoba ROM OXO Telephone: 858-2797	

IX. TIMETABLING

Split Block To Accomodate Band	Contact	Comments
Souris School operates on a semestered system. However, the band program operates on a full year basis. To accommodate the band program and to minimize loss of instructional time, a split 80 minute block system was implemented. Instruction in the academic course is offered in the first 40 minutes of the block but during the second 40 minutes, students who are taking band,go to band class, while the others stay behind to get extra help with their lessons or to work on their assignments. The timetable is rotated so that students don't miss the same class each time.	Mr. Murray Zuk Principal, Souris School P.O. Box 639 Souris, Manitoba ROK 2CO Telephone: 483-2161	

X. TEACHING PRINCIPAL

Mathematics 9 - An Individualized Approach	Contact	Comments
This method wad devised to: (a) provide the teaching principal with some extra time to work with weaker students, (b) reduce lesson preparation time. An individualized modular approach with these grade nine students is employed. The course consists of a series of booklets that allow students to progress at their own speed. A test is administered at the end of each unit. If a student is not ready for the test, some computer programs, as well as some textual materials, are available for remedial work.	Mr. M. F. Smith Principal, Baldur School P.O. Box 240 Baldur, Manitoba ROK OBO Telephone: 535-2314	

XI. PROGRAM SUPPORT

Expanding The Use Of The Library Or "Getting A Foot In The Door"	Contact	Comments
Strong emphasis is placed on using library funds to purchase magazine subscriptions to provide a variety of up-to-date resources which attract students to the library. Subscriptions relate to a wide variety of interest areas. All subscriptions expire during the month of December. At that time, decisions about subscription renewals are made. "Once in the door", students begin to use other resources as well.	Mr. Vern Hildebrand* Principal, Green Valley Collegiate P.O. Box 29 Grunthal, Manitoba ROA ORO Telephone: 434-6435 *Mr. Hildebrand has moved to Niverville Collegiate Telephone: 338-4731	

XI. PROGRAM SUPPORT

Computer Stock Market Competition	Contact	Comments
Through the use of the daily newspaper and a Cross-Canada computer link up, the students at Treherne Collegiate simulate the trade of stocks listed on the Toronto Stock Exchange. First, investment objectives are set by each team, and then strategies are developed to reach these goals. Rewards take the form of an increase in the value of a student's portfolio and the experience gained from dealing with a stock exchange. Each competition lasts for twelve weeks. The idea originated from Sir Wilfred Laurier University.	Mr. Doug Metcalf Principal, Treherne Collegiate P.O. Box 16 Treherne, Manitoba ROG 2VO Telephone: 723-2781	

XI. PROGRAM SUPPORT

Peer Tutoring Program	Contact	Comments
A Peer Tutoring Program was developed in order to provide assistance to students that both <u>needed</u> and <u>wanted</u> help. Step #1 - Students needing help are identified by subject teachers and by self-selection. Step #2 - Letters are sent home to parents indicating subject areas and specific difficulties. Step #3 - Once parental approval is received, the student is matched with a tutor. Step #4 - Times and places for sessions are then scheduled. Step #5 - A daily log is kept by each tutor. The program is coordinated by the teacher aide under the direction of the principal. Responsibilities include: inservicing tutors, establishing schedules, and monitoring the program.	Mr. Dennis Eirikson Principal, Elton Collegiate Forrest, Manitoba ROK OWO Telephone: 728-7676	

XII. LIBRARY

Community-School Library	Contact	Comments
The school library is a combined school and community library operated by one full-time library technician. Resources are jointly purchased. A community board operates the library. One school district representative and one Local Government District representative sit on the board. The remaining members are selected from the community. The library technician is under the supervision of the school principal.	Mr. James Clarke Principal, Duke of Marlborough School P.O. Box 338 Churchill, Manitoba ROB OEO Telephone: 675-2262	

XII. LIBRARY

Division-Wide Read-A-Thon	Contact	Comments
A division-wide read-a-thon is a yearly event in Frontier School Division. The specific purpose is to encourage reading. It runs for a set period of time in all schools. Although primarily an elementary activity with a series of badges as rewards, this concept could be extended to the high school area with a different type of reward system (i.e., points towards intra-mural teams). All schools could participate. Points are awarded on a per capita basis.	Mr. Peter Podhorodeski Reading Consultant, Frontier School Division No. 48 121-1st Street S.W. Dauphin, Manitoba R7N 1M9 Telephone: 638-6839 Mr. E. Simla Reading Consultant, Frontier School Division No. 48 59 Elizabeth Drive Thompson, Manitoba R8N 1X4 Telephone: 773-4411 Mrs. Shirley Hoque Reading Consultant, Frontier School Division No. 48 Norway House, Manitoba ROB 1BO Telephone: 359-6711	

XII. BIBLIOTHÈQUE

Bibliothèque partagée

La bibliothèque régionale publique et celle de l'école secondaire sont situées dans le même local. Ceci permet un meilleur inventaire de ressources pédagogiques et une technicienne bibliothécaire à plein temps. En plus, ceci permet au gens de la communauté de côtoyer les élèves. Ceci rend l'école plus accessible à la population, créant ainsi une meilleure ambiance au sein de la communauté. Ceci ajoute aussi une plus grande flexibilité dans les heures d'ouverture, c'est-à-dire les samedis et les périodes de vacances.

Personne-ressource

Edmond Labossière
Directeur
Institut collégial St-Pierre
C.P. 188
St-Pierre-Jolys, Manitoba

tél.: (1) 433-7938

Commentaires

XII. BIBLIOTHÈQUE

Bibliothèque sur un système logitèque

La bibliothèque de l'école Gabrielle-Roy, axée sur un système logitèque, faisait partie des plans d'architecture originaux de l'école. Tous les titres, les auteurs, les sujets sont entrés dans un ordinateur. L'étudiant possède une carte magnétique d'identité avec laquelle il peut, avec l'aide de l'ordinateur, trouver, sortir et retourner le matériel de ressources et de référence qu'il a besoin. C'est un service rapide, efficace et qui permet à la bibliothécaire d'utiliser son temps à d'autres tâches. Les élèves se sont vite adaptés au nouveau système.

Personne-ressource

Armand St-Hilaire
Directeur
Collège régional Gabrielle-Roy
C.P. 99
Ile-des-Chênes, Manitoba
R0A 0T0

tél.: (1) 878-2147

Commentaires

XIII. COMMUNICATIONS

Parent Survey	Contact	Comments
Thomas Greenway Collegiate uses a parent survey to find out the following: 1) Parental opinions about the education of their children. 2) What suggestions parents can make to improve the quality of education in the school. Topics include: - school activities - reporting system - student evaluation - communication - goals of education - community involvement - transportation - discipline - school options	Copy available from: Mr. Dennis Herntier Principal, Thomas Greenway Collegiate Crystal City, Manitoba ROK ONO Telephone: 873-2147	

XIII. COMMUNICATIONS

"Bear Pit Open House"	Contact	Comments
Riverton Collegiate holds one "bear pit open house" per year. This is basically a school and community meeting, chaired by the principal. It is designed to receive feedback from the public re:	Mr. Keith Eliasson Principal, Riverton Collegiate P.O. Box 340 Riverton, Manitoba ROC 2RO	

- programs taught at the school

- local school policies

- curriculum changes

- special projects

- other

The staff, people from the community, the trustees and the superintendent are invited. Any topic may be discussed.

XIII. COMMUNICATIONS

School/Community Joint Newsletter

In an attempt to improve communications between the school and the community, a joint newsletter was implemented. The feedback from parents has been very positive.

At present, it is a factual publication and includes some of the following each time:

1. School news - winners of competitions, etc.
2. Reports about visitors to the school.
3. Local trustee's report.
4. Advertisements of upcoming events:
   (a) school,
   (b) community for non-profit organizations. (Figure skating, church bazaars).
5. 4-H Club news.
6. Write-up by local P.T.S. group.
7. Next month's calendar.
8. Student art.
9. Nursery school information and reports.
10. Explanations of school rules and policies.

The newsletter is distributed to each student in the school on the last Friday of each month. It is prepared by the principal and secretary, with some help from students, particularly in duplicating materials.

Contact

Mr. Len Komenda
Principal,
Kelwood School
Kelwood, Manitoba
ROJ OYO
Telephone: 756-2212

Comments

XIII. COMMUNICATIONS

Joint Community-School Project	Contact	Comments
Several schools are involved in community-school projects. Ethelbert School participates in such a project referred to as SNOFEST. It runs for one week (Monday to Friday) during the winter. Although school personnel help, the project is run mainly by a community committee which is comprised of representatives from a number of community organizations.	Mr. Greg Fowler Principal, Ethelbert School Ethelbert, Manitoba ROL OTO Telephone: 742-3265	

XIII. COMMUNICATIONS

Getting Parents To Read The School Handbook	Contact	Comments
The last page of the student/school handbooks is a "tear out" page. This page is completed by both the parent and the student. It includes personal data on the student for the school file as well as the student's timetable. At the bottom of the page, following the personal data and timetable, the parent or guardian is required to signify that they have read and discussed the handbook with their son/daughter and approve of the timetable	Mr. Dennis Eirikson Principal, Elton Collegiate Forrest, Manitoba ROK OWO Telephone: 728-7676	

XIII. COMMUNICATIONS

Orientation For Grade 9 Parents	Contact	Comments
Each spring, parents of grade 9 students are requested to visit the school to become familiar with its facilities and policies. Parents together with their student, are asked to complete a grade 9 timetable and a form on which they will list the selection of grades 10-12 course options that the student would like to take in high school.	Mr. Irvine Skelton Principal, Pierson School P.O. Box 250 Pierson, Manitoba ROM 1SO Telephone: 634-2390	

XIII. COMMUNICATIONS

Community and Education Exchange Week	Contact	Comments
Carberry Collegiate and the town of Carberry jointly sponsor several activities throughout the community during Education Exchange Week. These activities include: - Guest speakers. - Review of new curriculum. - Visits to various places in the community by students. - Parents are invited to attend classes. - The town council conducts a meeting in the gym. - A tea, bake and craft sale. - Community service clubs talk to students. - A band concert.	Mr. Barry Anderson Principal, Carberry Collegiate P.O. Box 518 Carberry, Manitoba ROK OHO Telephone: 834-2172	

XIII. COMMUNICATIONS

Student Newspaper Articles	Contact	Comments
At Hamiota Collegiate, students in the English 300 class, as part of the course requirement, are asked to prepare articles for the Hamiota weekly newspaper. Any articles featured in the paper are chosen by the students. Throughout the year, a wide variety of topics are covered: sports, drama, student council and local news events. This requirement helps to add a practical aspect to a highly academic English course.	Mr. Al Robertson Principal, Hamiota Collegiate Hamiota, Manitoba ROM OTO	

XIV. CAREER ASSISTANCE

Career Explorations 205

This half-credit course has been offered in Ste. Rose Collegiate during the past five years. Presently it is compulsory for all grade 11 students and is timetabled opposite Physical Education.

Some of the general areas that the course covers are:

1. Student interests, temperaments and personality traits suitable for certain vocations.
2. Lifestyle preferences.
3. Budgetting.
4. Letters of application.
5. Job interviews.
6. Education requirements for different courses.

Other aspects of the course include group work, lectures, visitations and individual research.

The major resources include:

1. Choices - Microcomputer program.
2. A Career Planning Guide ($3.50)
   Catalogue No. MP43-52)
3. A Job Search Guide ($2.95)
   Catalogue No. MP43-51

These two books are written by C. Davison and G. Tippett and published by Supply & Services Canada Employment and Immigration, Hull, Quebec K1A 0S9.

Other resources are available from local Manpower Centres.

The feedback from students has been positive. They feel the course is well timed and practical.

Contact

Mr. Ray Murray
Principal,
Ste. Rose Collegiate
Ste. Rose du Lac, Manitoba
ROL 1SO
Telephone: 447-2088

Comments

XIV. CAREER ASSISTANCE

Career Exploration Opportunities	Contact	Comments
Many small high schools are providing a number of career exploration opportunities for students. Rorketon School is a good example of what a school with a small staff can do in this regard. Among the offerings are: (a) Careers 105 - A School Initiated Course is available to all senior high school students. (b) Teacher Practicum 105 - A School Initiated Course is offered for students who are considering going into Education, or a child related course. (c) A full credit course in Work Education is available to any senior high school students. (d) Choices, a Microcomputer program, is offered to all students. (e) A shared itinerant guidance counsellor, who averages 6-8 weeks per year in the school, provides a helpful service. (f) Speakers, brought in during the course of the year, represent various careers, universities and training institutions and acquaint students with a variety of vocations. (g) The school participates in a divisional career day every other year. (h) Senior students attend the Winnipeg Career Symposium. (i) The University of Winnipeg Enrichment Mini-Course Program is available to those students who are chosen to attend.	Mr. Bill Bradford Principal, Rorketon School P.O. Box 160 Rorketon, Manitoba ROL 1RO	

XIV. CAREER ASSISTANCE

Work Experience Readiness

Many schools offer students a work experience program. However, at Elton Collegiate, students are given some additional opportunities which are built into the one-day per week, eight week work experience program, as follows:

1. The students and teacher establish a work station.
2. A formal letter of application and a resumé are sent to the work station.
3. The student undergoes a formal interview (arranged by student and work station employer after school hours).
4. The following administrative paper work is completed:
   . Manitoba Education Compensation Coverage
   . Liability
   . Parental Permission
5. When the work experience begins, students are responsible for their own transportation, and are also responsible for keeping up with work missed in classes.

   Students understand that work experience can be terminated if a student's work at the station is unsatisfactory or if grades start to fall.

   The work experience portion of a course is worth 10% of the total evaluation.

Contact

Ms. Nancy Stephenson
Elton Collegiate
Forrest, Manitoba
ROK OWO
Telephone: 728-7676

Comments

XIV. CAREER ASSISTANCE

Intergrating Career Education With English Program	Contact	Comments
This program is under the supervision of Roger Anton, an English teacher at the school. The program integrates career education and work experience with senior high English courses. The two objectives of the program are: 1. To give students an opportunity to learn about careers. 2. To give students an opportunity to learn the realities of life at work. The students are encouraged to view the program as a practice in making decisions.	Mr. Roger Anton Teacher, Wawanesa School P.O. Box 310 Wawanesa, Manitoba ROK 2GO Telephone: 824-2384	

XIV. CAREER ASSISTANCE

Guidance Aide

The guidance aide (paraprofessional) acts as a career information officer in Souris. This person does the following:

- assists students in locating career information
- provides contact with universities and colleges
- facilitates the CHOICES program
- assists with bursary and scholarship applications
- provides contact with all outside agencies
- arranges for career speakers
- maintains up-to-date files on post-secondary requirements for institutions in Canada and the northern U.S.A.

The information officer is a support to the professional staff member who is responsible for guidance and counselling services.

This idea is being used in other collegiates in Western Manitoba.

Contact

Mr. Murray Zuk
Principal,
Souris School
P.O. Box 639
Souris, Manitoba
ROK 2CO
Telephone: 483-2161

Comments

XVI. COMPUTERS IN ADMINISTRATION

	Contact	Comments
A number of schools have developed software for use in administration. Some specific areas include: - timetabling - attendance - student records - office files Two persons that would be helpful to principals are: Doug Metcalf and Joseph Kozak.	Mr. Doug Metcalf Principal, Treherne Collegiate Treherne, Manitoba ROG 2V0 Telephone: 723-2781 Mr. Joseph Kozak Nellie McClung Collegiate Manitou, Manitoba ROG 1G0 Telephone: 242-2640	

XVII. ATTENDANCE

"A Different Type Of Policy"

Many schools have attendance policies. Most state that when a student misses a certain number of classes (10-20), credit in that subject is denied.

Lorette Collegiate has a system that puts the onus on parents and students. Briefly it states that attendance is compulsory for all classes. Parents must explain each absence. There are two kinds of absences:

1. Explainable
2. Unexplainable

Explainable absences are reported to the principal's office by the parent, preferably by telephone (call collect) for illness, dental or doctor's appointments, funerals, and injuries. These are unavoidable absences that become explainable when the parent contacts the school.

Unexplainable absences are ones that are not confirmed by parents.

If a student has a third unexplainable absence on his records he is asked to withdraw from the course in question. No credit will be awarded.

The only exception to this rule is a case of prolonged illness.

Contact

Mr. Ronald Dufault
Lorette Collegiate
Lorette, Manitoba
ROA OYO
Telephone: 878-2887

Comments

XVIII. GENERAL

High School Certificates	Contact	Comments
To better identify the kind of program taken by the student and the level of success achieved, the following three kinds of graduation certificates are presented to students at Lorette Collegiate:	Mr. Ronald Dufault Lorette Collegiate Lorette, Manitoba ROA OYO Telephone: 878-2887	

(a) The "Regular Certificate" indicates that the student has met the minimum requirements for graduation, as set out by the Department of Education; i.e., 20 credits.

(b) The "Certificate of Merit" indicates that the student has performed with distinction by obtaining the following results:

either 20 credits with a minimum of 75% in each subject, or,
22 credits with a minimum of 65% in each subject, or,
24 credits with an average of 60%.

(c) The "Certificate of Excellence" indicates that the student has achieved a high level of distinction by meeting the conditions of the "Certificate of Merit" and also by including a minimum of 14 credits at the "00" level in the chosen program of studies.

XVIII. GENERAL

Teacher Evaluation Of The Principal	Contact	Comments
The principal of Westmount High School supported by his superintendent, asks his teachers and paraprofessionals to complete a questionnaire in which the principal's managerial efficiency is rated. The superintendent agreed that each staff member sign a completed questionnaire as a sign of serious intentions, and that absolute confidentiality be maintained. Aggregated or global results only are presented to the principal. These are augmented by the superintendent's own perceptions of the principal as a result of his having interacted with him at the administrative level. The questionnaire is built around the hypothesis that management is a profession. It takes into account supervisory skills, communications, interpersonal relations and job behaviours. In other words, is the principal training and developing his subordinates and is he fulfilling the employers expectations of his own job description? A copy of the job description is attached to the questionnaire.	Mr. Keith Bricknell* Principal, Westmount High School Bruxelles, Manitoba ROG OGO Telephone: 525-2219 *Mr. Bricknell has moved to Gimli Composite High School. Telephone: 642-5464	

XVIII. GENERAL

Project P.R.I.D.E.

P.R.I.D.E. (Pupils Responsible In Determining Their Own Environment)

Goals

The goals of the project are:

- to have students develop a sense of pride in their school.
- to have students share more of the responsibility and become more caring about the cleanliness of their school and school grounds.

A credit of $1.00 per student per semester is set up in an account.

All repairs including materials and labour costs as a result of vandalism are charged to the account.

An inspection of school and school grounds is made by the principal, the custodian, a student representative and school division representatives.

Unspent monies are turned over to the Student Council.

Contact

Mr. Barry Anderson
Principal,
Carberry Collegiate
P.O. Box 518
Carberry, Manitoba
ROK OHO
Telephone: 834-2172

Comments

XVIII. GENERAL

Student Council	Contact	Comments
Hamiota Collegiate is working hard to enhance the role of the student council within the school and community. As one means of attaining this goal, five student council meetings per year are held during class time. This is done to give recognition to the importance of the role of the student council in the life of the school. To enhance their image within the community, the council takes part in a number of community events. (e.g., Organizing a community supper).	Mr. Al Robertson Principal, Hamiota Collegiate Hamiota, Manitoba ROM OTO Telephone: 764-2366	

XVIII. GENERAL

Future Planning	Contact	Comments
Former William Morton Collegiate students, who have attended university, are surveyed to find out how they have perceived the quality of their education, particularly in preparing them for university. The survey results provide good information for future planning and have proven to be helpful in developing good community relations. This idea could be utilized equally well to obtain information from other groups of former students who have gone to Red River Community College or other institutions.	Mr. Peter Falk Principal, William Morton Collegiate P.O. Box 510 Gladstone, Manitoba ROJ OTO Telephone: 385-2845	

XVIII. GENERAL

Program Information Handbook	Contact	Comments
In an attempt to assist students in the planning of their high school program. many schools have developed information and/or registration handbooks. These handbooks cover such areas as the credit system, course description, course prerequisites and course changes. St. Paul's Collegiate in Elie has a very thorough handbook that even includes the topic "Suggestions To Parents - How To Help Your Son/Daughter Choose A Suitable Course". The article asks parents to take into consideration the ease with which their child has done work in junior high school. It helps them to look more realistically at high school course selection and subject options. Birtle Collegiate is a school that has developed a very effective registration handbook. It takes students through a step by step process to help them select courses and plan their high school program.	Mr. Emmanuel Rainville Principal, St. Paul's Collegiate Elie, Manitoba ROH OHO Telephone: 353-2084 Mr. Al Parnetta Principal, Birtle Collegiate P.O. Box 370 Birtle, Manitoba ROM OCO Telephone: 842-2311	

XVIII. GÉNÉRAL

Développement et appréciation culturels	Personne-ressource	Commentaires
Les écoles secondaires franco-manitobaines jouent un rôle important dans le développement d'un sens d'appartenance et de fierté de l'identité particulière des étudiants qui s'y inscrivent: fierté de la langue et de la culture françaises. Dans certains cas, ceci est fait conjointement avec le comité culturel de la communauté. Ceci peut se faire à travers d'une activité conjointe ou on retrouve un mélange de personnes de la communauté impliqué activement avec des élèves dans la présentation d'une pièce de théâtre, d'une boîte à chanson ou même d'une activité sportive qui se déroule en français. Des activités culturelles de groupe sont organisées conjointement par plusieurs écoles, sur une base de rotation, dans différents centres.	Denis Bibeault Directeur Institut collégial Notre-Dame-de-Lourdes, Manitoba ROG 1M0 tél.: (1) 248-2167 Donald Boulet École secondaire LaBroquerie C.P. 40 LaBroquerie, Manitoba ROA 0W0 tél.: (1) 424-5368 Raymond Bisson Directeur École Précieux-Sang 209, rue Kenny Winnipeg, Manitoba R2H 2E5 tél.: (1) 255-2081	